Academic Program Review

ACADEMIC YEAR	2014	☐ Basic Skills ☐ Transfer ☒ Career Technical Education (CTE)
PROGRAM	Correctional Science	
DEPARTMENT	Public Safety Department	
DIVISION	Economic and Workforce Development Division	
SUBMITTER	Edward Wells, Coordinator, MBA, MPA, BA	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To improve upon student enrollment and to evaluate the effectiveness of the classes being offered.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Correctional Science program at Imperial Valley College has seen resurgence in student enrollment over the last year. This is due in part to the realignment of the core courses to better fit with the Administration of Justice core courses. Student interest has also peaked over the recent announcement of a new prison being built in the area, the expansion of the local jail facility and an announcement by the California Department of Corrections and Rehabilitation that will be hiring continuously over the next few years. Additionally, several students have returned to college to finish their degree and/or pursue their Bachelor's Degree in this subject area. Professionals from the two prisons in the region have also started to attend courses and we are working on offering a Distance Education course within the major in the next year.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To establish a Correctional Academy.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** 1. This goal is temporarily met because we have a Correctional Academy that is being offered as a contract education course. 2. With the new prison that is about to open, a need was identified to train personnel for that facility. The training was required for potential employees prior to applying for consideration of employment. 3. To facilitate that training, the California Board of State and Community Corrections authorized us to provide the training necessary for someone to meet the minimum qualifications necessary to apply for employment at the prison facility. 4. This prison is a privately owned facility, under contract with the United States Marshalls Service. The requirement to be trained prior to applying for work is their requirement and cannot be waived. 5. Eventually we want to incorporate this academy class into the catalog for the college. The future requirement for this class appears to be strong for the next several years.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Course	Year	Sections	Avg. Class	CAP	Fill Rate
CSI 100	2012-2013	2	27.5	35	78.57%
CSI 100	2011-2012	1	33	35	94.29%
CSI 100	2010-2011	2	29.5	35	84.29%
Course	**Year**	**Sections**	**Avg. Class**	**CAP**	**Fill Rate**
CSI 104	2012-2013	1	28	35	80%
CSI 104	2011-2012				
CSI 104	2010-2011	1	27	35	77%
Course	**Year**	**Sections**	**Avg. Class**	**CAP**	**Fill Rate**
CSI 106	2012-2013				
CSI 106	2011-2012	1	18	35	51.43%
CSI 106	2010-2011	1	18	35	51.43%
Course	**Year**	**Sections**	**Avg. Class**	**CAP**	**Fill Rate**
CSI 108	2012-2013				
CSI 108	2011-2012	1	33	35	94.29%
CSI 108	2010-2011	1	17	35	48.57%

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Correctional Science														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	47	67%	2	70	35	23.5	4.87	0.4	399.5	45%	74%	1	1	0
Fall 2011	66	94%	2	70	35	33	6.84	0.4	561	39%	55%	1	1	0
Fall 2012	61	87%	2	70	35	30.5	6.32	0.4	518.5	72%	90%	2	0	0
Spring 2011	74	70%	3	105	35	24.67	7.67	0.6	419.33	59%	84%	0	3	0
Spring 2012	43	61%	2	70	35	21.5	4.46	0.4	365.5	72%	93%	0	2	0
Spring 2013	64	61%	3	105	35	21.33	6.63	0.6	362.67	102%	109%	1	2	0
% Change from Fall 2010 to Fall 2012	30%	30%	NC	NC	NC	30%	30%	NC	30%	61%	21%	100%	-100%	NA
% Change from Spring 2011 to Spring 2013	-14%	-13%	NC	NC	NC	-14%	-14%	NC	-14%	71%	31%	NA	-33%	NA

The information from the data complied shows the classes have been fairly consistent since 2010. The fill rate fluctuated as student population and preferences were identified. The retention rates have been high and since offering day classes, we have seen an increase in student participation.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Correctional Science											
Term	CRN	Course	Inst Method	Duration	Session	Instructor	Enrolled	Drops	Success	Retention	AVE GPA
Fall 2010	10464	CSI100	F2F	Full Term	Day	Cota	30	9	40%	70%	1.43
Spring 2011	20245	CSI100	F2F	Full Term	Eve	Chavarria	29	6	34%	79%	1.30
Fall 2011	10457	CSI100	F2F	Full Term	Day	Cota	33	26	9%	21%	1.14
Fall 2012	10950	CSI100	F2F	Full Term	Day	Granish	33	3	70%	91%	2.77
Spring 2013	20131	CSI100	F2F	Full Term	Eve	Granish	22	2	73%	91%	2.80
Fall 2010	10354	CSI102	OL	Full Term	Eve	Mendez	4	0	50%	100%	1.00
Spring 2011	20833	CSI102	OL	Full Term	Eve	Mendez	5	0	80%	100%	3.00
Spring 2011	20244	CSI104	F2F	Full Term	Eve	Monge	27	1	93%	96%	3.00
Spring 2012	20071	CSI104	F2F	Full Term	Eve	Chavarria	25	2	72%	92%	2.39
Fall 2012	10778	CSI104	F2F	Full Term	Day	Rodriguez	28	3	75%	89%	2.40
Spring 2011	20250	CSI106	F2F	Full Term	Eve	Benavidez	18	4	50%	78%	2.14
Spring 2012	20068	CSI106	F2F	Full Term	Eve	Benavidez	18	1	72%	94%	2.18
Fall 2010	10271	CSI108	F2F	Full Term	Eve	Benavidez	17	3	53%	82%	1.86
Fall 2011	10653	CSI108	F2F	Full Term	Eve	Benavidez	33	4	70%	88%	2.24
Fall 2010	10356	CSI120	F2F	Full Term	Day	Singh	3	2	33%	33%	4.00
Fall 2010	10357	CSI120	OL	Full Term	Eve	Mendez	4	0	75%	100%	2.00

Spring 2011	20247	CSI120	F2F	Full Term	Day	Singh	3	0	33%	100%	1.33
Spring 2011	20267	CSI120	F2F	Full Term	Day	Rodriguez	1	0	100%	100%	4.00
Spring 2013	20102	CSI206	F2F	Full Term	Day	Rodriguez	23	-8	135%	135%	3.26
Spring 2013	20314	CSI208	F2F	Full Term	Eve	Benavidez	19	0	95%	100%	2.68

As noted in the section before this one, the retention rates have been consistent and show that once students have enrolled in the program, they are very likely to continue and complete the entire set of classes necessary to attain the Certificate and/or Degree.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Gender

	CSI								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	21	43%	81%	25	48%	68%	1	0%	100%
Fall 2011	16	69%	81%	49	31%	47%	1	0%	0%
Fall 2012	15	73%	80%	46	72%	93%			
Spring 2011	34	59%	88%	40	60%	80%			
Spring 2012	18	67%	94%	24	75%	92%	1	100%	100%
Spring 2013	27	100%	100%	45	82%	93%	1	100%	100%
Total	131	69%	89%	229	61%	78%	4	50%	75%

Ethnicity

CSI	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010													26	35%	73%	16	69%	88%
Fall 2011													46	35%	54%	14	50%	50%
Fall 2012													49	73%	90%	10	70%	100%
Spring 2011													41	59%	90%	21	57%	76%
Spring 2012													29	72%	93%	11	82%	91%
Spring 2013										1	100%	100%	55	91%	96%	13	92%	100%
Totals	0	NA	NA	0	NA	NA	0	NA	NA	1	100%	100%	246	63%	83%	85	68%	82%

CSI	Other			Other Hispanic			Pac Islander			Unknown, NR			White		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010													5	20%	40%
Fall 2011										6	50%	67%			
Fall 2012										2	50%	50%			
Spring 2011				3	100%	100%				7	71%	86%	2	0%	0%
Spring 2012										3	33%	100%			
Spring 2013										4	50%	75%			
Totals	0	NA	NA	3	100%	100%	0	NA	NA	22	55%	77%	7	14%	29%

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2013-2014	Correctional Science	8/8	100%	88.68%
2012-2013	Correctional Science	5/6	83.33%	88.27%
2011-2012	Correctional Science	7/7	100%	83.93%

We have higher areas of success with female students in this subject area. This has been noted by our instructors since the program was reestablished in 2010. We have had more Hispanic and Mexican students than any other ethnic group. Being so close to Mexico, this is true for most of our classes. The courses align well with the population of the college and are consistent with other courses at the college.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2013-2014	Correctional Science	2/2	100%	84.06%
2012-2013	Correctional Science	4/5	80%	86.52%
2011-2012	Correctional Science	5/5	100%	88.28%

Program Completion

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded
Correctional Science	7

Certificates	Awarded
Correctional Science	2

Since the program was realigned, students are beginning to show results by their degrees. This is impressive because just three years ago, this program was almost discontinued. But through the efforts of our Advisory Committee, we were able to save the program and it is beginning to flourish.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

The Correctional Academy will have the most immediate impact upon the students that are participating in that training. With the aspect of almost immediate employment, this training program could make a huge impact upon the entire community. A few weeks ago, an announcement was made that two large employers in the region were closing and several hundred workers would be unemployed within a few months. This one program has the potential to employ at least that number of workers and could offset the loss of losing those other employers.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

The charts above are based on an across the board evaluation of the classes being offered in a face-to-face classroom environment. We have split our courses across the day as evenly as possible. We offer all of our required classes during the evening hours, to afford our working students the opportunity to enroll. The remaining classes are spread out through the mornings and afternoons. We have also seen good success with classes we have been offering in 3 hour blocks during the day and on Fridays. These classes are set up the same as an evening class, but offered during the day, usually on a Monday or Friday, and have been popular with student population. This idea was originally offered to maximize our available classroom space due to the extended day format of the Police Academy Program. The academy would occupy three or four days per week, depending upon which part was being offered that semester. The remaining days that were unfilled by the academy became available for this one day a week format. It maximizes available classroom space and is very cost effective in terms of facility expenditures such as electricity and faculty availability.

Currently, we are not offering online classes. We are in the process of qualifying three classes to be offered online in the future, but they will not be available until the next school year. We will be bringing the classes online one per semester, if qualified. Beginning in the spring semester of 2015, the CSI-100 Introduction to Correctional Science will be offered. This is a required class and will facilitate distance learning and availability for our students interested in this subject. We have been getting a number of requests for these classes to be offered online by the staff of the two State Prisons within our region.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e.

ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF
Fall 2010	47	67%	2	70	35	23.5	4.87	0.4
Fall 2011	66	94%	2	70	35	33	6.84	0.4
Fall 2012	61	87%	2	70	35	30.5	6.32	0.4
Spring 2011	74	70%	3	105	35	24.67	7.67	0.6
Spring 2012	43	61%	2	70	35	21.5	4.46	0.4
Spring 2013	64	61%	3	105	35	21.33	6.63	0.6
% Change from Fall 2010 to Fall 2012	30%	30%	NC	NC	NC	30%	30%	NC
% Change from Spring 2011 to Spring 2013	-14%	-13%	NC	NC	NC	-14%	-14%	NC

Program Completion

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded
Correctional Science	7

Certificates	Awarded
Correctional Science	2

The program is sustainable. We are finding that more students are enrolling in the spring semester, and we have started offering our classes accordingly. By keeping an eye on enrollment, we will be able to manage the enrollment and maximize our cost effectiveness.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: To incorporate the Correctional Academy into the course catalog and have it approved by the Chancellor's Office for apportionment.		☒ 1 ☐ 2 ☐ 3 ☐ 4
Objective: To gain approval by the Chancellor's Office for this course to be offered on a regular basis and have it eligible for apportionment, therefore making eligible for financial aid approval. This would facilitate our students being able to take this class.		
Task(s): Submit the course for approval.		
Timeline: Dependent upon the college's status. No submissions can be made while the college is pending accreditation.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2	**INSTITUTIONAL GOAL(S)**
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Identify the basic concepts between Probation and Parole and the role they play in the Criminal Justice arena.	☐ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The CSI-100 class introduces the student to the correctional science system. We go into detail about Probation and Parole in CSI-104 Concepts of Probation and Parole. These two classes lay the foundational information the student will utilize throughout their Certificate/Degree pursuit.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Identify the methods used and the purposes of institutional safety and how it relates to the structure and organization of inmate control and supervision	☐ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: CSI-208 Control and Supervision of Inmates familiarizes the student with tested and proven methods and practices used in correctional facilities for the humane care and control of inmate populations. The professional in this field must understand these concepts and practices in order to morally and legally operate any correctional facility.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Identify the various kinds of interventions available and the techniques used in the industry.	☒ ISLO 1 ☐ ISLO 2 ☒ ISLO 3 ☐ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: CSI-206 Correctional Interviewing and Counseling explores the complex and dynamic role correctional counseling can play in the control and rehabilitation of inmates within a correctional facility. By being able to identify potential issues before they become problems and possibly dangerous situations, the student will become familiar with industry standards that allow for the humane treatment of anyone remanded to a correctional facility.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

***** ATTACH PLO/SLO GRID *****

CSI	100	Intro to Correction	PBSF	EWD	3		1,2	Not offered	Not offered
CSI	104	Cncpts of Probatio	PBSF	EWD	3		1,2,3	XXX	(Chavarria) 1,2,3
CSI	206	Corr Interviewing	PBSF	EWD	3		1,2		(Benavide) 1,2,3
CSI	208	Control & Suprvsn	PBSF	EWD	3		1,2	No Info	Not offered

(Granish) 1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX
(Rodrig) 1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX
XXX	(Rodriguez) 1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3
XXX	(Benavidez) 1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3